



CHCPRT001

Identify and respond to children and young people at risk

Assessment 3 of 3

Role Play

Assessor Guide



Assessment Instructions

Task overview

In this Role Play assessment you will need to respond to a legal and ethical issue addressed in the scenario. You will also be required to carry out a Child Abuse Record.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and an internet connection to conduct research as required, accessing various sources of information using digital media.

Supporting documents:

- Little.ly Induction Pack



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Staff Memo



Hi there,

Thank you for your time regarding those incidents in the Chestnut Oak room.

As the situation is unfolding with the circumstances that have happened in the room, a meeting has been organised for you to discuss the situation with Hayley, the Centre Director.

Read the instructions in the next task and prepare yourself for your meeting with Hayley.

If you require any information or clarification, please read over the Little.ly Child Protection Induction Document for more information.

- [Little.ly Child Protection Induction Pack](#)

You can download the induction document from included hyperlink or from the assessment landing page.

Thanking you,

Hayley,

Centre Director
Little.ly Early Learning Centre

Scenario A - Role Play: Justin

Justin is a four-year old child who has been at Little.ly for some time. He had a history of abuse some time ago which the child protection agency became involved in as the mother's boyfriend was violent with him.

An intervention order was put on the boyfriend and he left town.

Justin settled down well after the boyfriend left and all has been well until a week ago when Justin seemed very quiet and withdrawn. When asked if he was okay, he said yes but wouldn't say anymore.

Today when his mother came to pick him up, he didn't want to go home and said he didn't like it with Paul back. His mother noticed that you had heard what Justin had said and knew that you were aware of Paul's history.

She said, 'I don't want you to tell anyone about this – this is private information that you shouldn't have heard. Paul is being nice to Justin – he knows he has to or I won't let him stay. He is only here for a week because he has just got a new job here and he has nowhere else to stay till he gets himself sorted. He is finally sorting himself out – he has stopped drinking and wants a new start.'

She took Justin home, who was still looking quiet and withdrawn as they left the service.

You have been observing Justin since the incident that occurred.

Justin told you last week that Paul had left their house and he was glad because he didn't like him. Justin was still very quiet and withdrawn.

On 3 April, he came to the service and was obviously upset.

When you asked him what was wrong, he told you that Paul had come back to the house last night when his mum was out buying some cigarettes. Paul was drunk and angry because his mother wasn't there.

He started yelling and swearing at Justin, telling him that it was his fault that he couldn't live there with his mother and that he was a nuisance.

Then Justin started to cry and said he didn't want to talk about it anymore and went off to sit on his own. During the day you noticed that Justin had bruising to his upper legs.

Later that day Justin's mum messaged the service to confirm that she was going to collect Justin around 4 pm.

You have organised a meeting during the day to present this information to your service director Hayley. In this meeting you will address what you have observed and what Justin has addressed with you, and your concerns for the welfare of Justin.

Role play instructions

The role play/meeting must include at least **one (1)** participant, must not exceed 15 minutes in duration and must address all elements of the *Observation Checklist* below.

In this task, you will participate in a role play meeting with one (1) other. These may be resourced using one of the following options:

- A friend or family member
- One fellow student who will play the role of Hayley, centre director. Please contact your fellow student via the Discussion Forum and coordinate your role play with them directly.

ASSESSOR GUIDE

CHCPRT001

Identify and respond to children and young people at risk

Option 1: A friend or family member

Should you complete this task with a friend or family member, you must fully brief the participant providing them with the context of the role play, their role outline for the role play and a copy of the observation checklist so that they can prepare for the recording.

Your friend/family member will need to state their name at the start of the recording to inform consent.

Option 2: One fellow student participant

The fellow student participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

The student will need to state their name at the start of the recording to inform consent.

Recording instructions

Your role play must be recorded with the participant captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for the participant at the start of the meeting. This is achieved by the student being assessed reading the following statement at the start of the recording, with the participant replying with their name to inform consent.

"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. The participant in this session indicates their consent to be included in this recording by stating their name."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the recording with the following naming convention, *CHCTR001_Student Name_DDMMYY_Role Play*, and include this recording as part of your assessment submission.

Role Play Characters

- The student being assessed will be taking the role of the Educator addressing their concern about Justin
- The participant (friend/fellow student) will be taking on the role of Hayley, Service Director at Little.ly.

Instructions to the student being assessed

The student being assessed is required to demonstrate the following:

- report concerns to the supervisor and seek support on how to best protect the child
- respond to the child's disclosure in line with the Child Protection Policy
- report to the supervisor on the risk of harm indicators and circumstances of the abuse
- promote the rights of the child

Instructions to the participant

The participant playing the role of Hayley needs to ask the following questions to the student being assessed:

- How have you ensured you have maintained confidentiality? Who else have you discussed this with?
- What policy or procedure have you read to ensure you are following the necessary steps and precautions?

- What strategies have you implemented to ensure that you have upheld the rights of Justin in this circumstance?
- What work practices have you implemented to help support Justin through this?
- What laws and regulations do we need to adhere to in this situation?
- What evidence-collection techniques would you use in this situation to gather information from Justin?

Assessor Instructions:

The student may provide various answers against the questions below. The answers below are an example for the assessor on a possible answer. The answers will be used for when the student will conduct the role play for the task. The following template is given to the student for this task as an optional resource in case they need to write down notes. This will help them to complete research and think about their conversation points for the role play. This template will not be a part of the student submission. The recording of the role play will include the responses that need to be assessed.

Notes for the student being assessed

To help prepare yourself for the role play, you may want to use the following template. The template includes the questions that will be asked to you by the participant (Hayley), you can write down the responses that you will be using for the role play.

Please note: This template is optional and will not be a part of your submission. It is intended to be used as a resource to help plan and prepare any research and conversational points for the role play if needed.

Questions	Answers
<p>1. How have you ensured you have maintained confidentiality? Who else have you discussed this with?</p>	<p>The student must explain in the scenario who else they have spoken with. The student must identify that they have not spoken with anyone and have maintained confidentiality.</p> <p>Benchmark Answer</p> <ul style="list-style-type: none"> • There have been no conversations with anyone, once Justin addressed with me what was happening at home, I immediately organised this meeting to discuss this with you
<p>2. What policy or procedure have you read to ensure you are following the necessary steps and precautions?</p>	<p>The student must identify what procedures with Little.ly they have read out of the induction manual.</p> <p>Benchmark Answer</p> <ul style="list-style-type: none"> • The Little.ly policy is the HS16 Child Protection- Policy and Procedure • Position Description
<p>3. What strategies have you implemented to ensure that you have upheld the rights of Justin in this circumstance?</p>	<p>The student must identify and explain what strategies they have implemented in the scenario to uphold the rights of Justin in the situation.</p>

	<p>Benchmark Answer</p> <ul style="list-style-type: none"> • Spoke to Justin in a safe and quiet place • Reassured him that anything that is said to me is safe and that I am there to help • Allowed Justin to speak freely, not asking too many probing questions • Respected Justin and his wishes • Not disclosed any information about Justin to anyone else
<p>4. What work practices have you implemented to help support Justin through this?</p>	<p>The student must identify strategies that have been implemented to help support Justin.</p> <p>Benchmark Answer</p> <ul style="list-style-type: none"> • Ensured Justin is in a safe place, and reassured him that we will be helping him • Coming to address with Hayley what can we do and how to handle the situation • Looked at the Child Story (Mandatory Reporter Guide) which explained that this case is a reportable case
<p>5. What laws and regulations do we need to adhere to in this situation?</p>	<p>The student must identify what laws and regulations apply to this situation.</p> <p>Benchmark Answer</p> <ul style="list-style-type: none"> • NQF: Quality Area 2: Children’s health and safety • NQF: 2.2.3 Child Protection • NQF: 2.2.1 Supervision • NQF Quality Area 5: Relationships with Children • NQF: QA5: 5.1.1 Positive educator to child interactions • Regulations: 85: Awareness of child protection law • Regulation 86: Incident, Injury, trauma, illness policies and procedures
<p>6. What evidence-collection techniques would you use in this situation to gather information from Justin?</p>	<p>The student must explain the evidence collection techniques they would use to collect information from Justin</p> <p>Benchmark Answer</p> <ul style="list-style-type: none"> • Asking open ended questions • Not asking any suggestive questions or statements • Making sure Justin feels safe and comfortable, sit him down, engage him in an activity whilst talking with him

Observation Checklist <i>(to be completed by the Assessor)</i>		
Your assessor will use this checklist while reviewing the recorded role play.		
Did the student...	Observed	Assessor Comments
Answer all the questions in the scenario task? <i>Instructions to the Assessor</i> Students must answer all the questions from the scenario task. See answers provided above.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Communicate respectfully with verbal and non-verbal techniques throughout the role play? <i>Instructions to the Assessor</i> Student must present positive body language and must present self in a professional manner, including physical appearance, tidy and neat clothes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrate that they have maintained confidentiality and have understood what that means? <i>Instructions to the assessor:</i> Student must organise at a location where participants can undertake a private and confidential conversation, without any distractions. This could be an office or room environment, excluding any other people.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Scenario B- Work Task

After your meeting. Hayley has informed you that she would like you to complete a report immediately of suspected child abuse about Justin and the situation that has unfolded with his mother and her partner Paul.

Below is a template for the Little.ly Report of Suspected Child Abuse. Hayley has asked for you to complete the form and submit it to her so she can follow this up with relevant parties to help support Justin.

Please review the Little.ly Induction document that is attached to the assessment for guidance on how to complete the form below.

The *Assessment Record Tool* after the report form is for the assessor to complete and it includes the elements you must address with this task.

Assessor Instructions:

The suspected child report has been completed below. Inside each section, a benchmark answer has been provided. The answer demonstrates the answers the students need to provide in the report. The student’s answers may vary but the information that needs to be provided is completed below.

Answer guidance has been provided inside the table as well as Example Answers.

REPORT OF SUSPECTED CHILD ABUSE	
Child’s name:	Justin Marks

REPORT OF SUSPECTED CHILD ABUSE

Date of birth:	01/04/20XX (Age 4)
Address:	23 The Avenue, Oak Valley, VIC, 3045
Reasons for concern (120 – 150 words)	<p>Answer Guidance:</p> <ul style="list-style-type: none"> ▪ Ensure the response includes all details of the reasons for concern. ▪ The report must be completed in a factual manner. ▪ Ensure the report includes the disclosures made by Justin and the marks across Justin’s legs. <p>Example answer:</p> <p>Justin has made a disclosure of physical abuse by the boyfriend of his mother – a man called Paul.</p> <p>There has been a previous intervention order on Paul due to previous abuse of Justin.</p> <p>Paul has recently attempted to stay at Justin’s house. The mother has indicated her compliance with this in front of centre staff. Justin now says that he is no longer staying there.</p> <p>Justin reported that Paul entered the house while his mother was out buying cigarettes.</p> <p>Justin has reported that Paul has threatened to ‘finish him off’ if he tells his mother. At this stage he has not yet said anything to his mother.</p>
What are the family circumstances? (90 – 110 words)	<p>Answer Guidance:</p> <p>Ensure the response includes:</p> <ul style="list-style-type: none"> ▪ Family living arrangements ▪ Grandmother <p>Example answer:</p> <p>Justin lives with his mother. There is also a grandmother who Justin seems to trust. It is not known for certain whether the grandmother lives with Justin or not.</p> <p>Paul used to live with Justin’s mother but, following allegations of physical abuse and intervention of child support, an intervention order was placed against Paul, and he left town.</p> <p>Justin has now indicated that Paul is back. This was confirmed by his mother, who informed the writer of this report that Paul is staying for one week while he commences his new job. She also stated that Paul was being ‘nice’ to Justin.</p>
Record of staff member observations (120 – 150 words)	<p>Justin has been a happy child at the Centre since Paul left town. However, he has been quiet and withdrawn over the past two weeks.</p> <p>One afternoon I observed him crying and saying to his mother that he didn’t want to go home because he didn’t like that Paul was back.</p> <p>The mother became very defensive and said that Paul was being nice to Justin and that he was only there for a week until he starts his new job.</p> <p>Observations over the next few days showed Justin to be quiet and withdrawn, but Justin had indicated that Paul had left their house.</p>

REPORT OF SUSPECTED CHILD ABUSE

On 3/4/20XX I observed that Justin was very upset when he came to the service.

When I asked him what was wrong, he said that Paul had come back to his house last night when his mother was out buying cigarettes. Justin said that Paul was drunk and was angry because his mother wasn't there. He started yelling at Justin and telling him that it was his fault that he couldn't live there with his mother and he was just a nuisance.

Following this I spoke to Justin – the record of conversation is below.

Justin had bruising to his upper legs and he appeared upset and frightened.

Record of conversation of disclosure

(250 – 300 words)

Answer Guidance:

The student should provide a record of conversation with Justin. This will vary depending on how the conversation went in the role play.

Example Answer:

The writer talked to Justin to find out what had happened. The following is a description of that conversation.

Me: Justin – you look unhappy and frightened. Would you like to talk about it?

Justin: No, I'm frightened.

Me: It's okay Justin – you will be safe. We will talk to someone who can help you and make you safe from Paul.

Justin: You have to promise not to tell.

Me: I can't promise that Justin, because I will have to tell XXXXX (my supervisor) so that you can be safe. But we won't let you get hurt. You have done the right thing to talk to me.

Justin: Paul says it's my fault that he can't live at our place.

Me: It's not your fault Justin – nothing is your fault. You are a good boy and you need to feel safe at home.

Justin: He was angry because Mum wasn't home. He got mad and hit me. He hurt me.

Me: Where did he hurt you?

Justin: Here. (Justin pointed to the back of his legs and his buttocks.)

Me: That's very bad of Paul to do that. Would you like to show me on your legs where he hit you?

(Justin showed me the top of his legs – there were several bruises. Two had the distinct shape of a belt buckle.)

Me: Would you like me to talk to XXXX (supervisor) so we can make sure Paul can't do that again?

Justin: Yes.

Me: What about telling your mother?

Justin: Will you help me?

(We agreed that we could talk to his mother with XXXX as well.)

REPORT OF SUSPECTED CHILD ABUSE

	<p><i>Me: Would you be able to tell a policeman or woman what happened? Maybe XXXX or your mother could go with you. Or I could go. Someone will be with you to help.</i></p> <p><i>Justin: Will the police make Paul go away?</i></p> <p><i>Me: Yes I'm sure they will.</i></p> <p><i>Justin: Okay. I feel better now.</i></p>
<p>Assessment of risk of harm to child now (15 -30 words)</p>	<p><i>I think that Justin is at great risk of harm now if Paul was able to return to his house.</i></p>
<p>Current location (10 - 15 words)</p>	<p><i>Probably at the service – due to be picked up at 4 p.m. this afternoon.</i></p>
<p>Information of any known history of abuse (15 -30 words)</p>	<p><i>Paul has previously physically abused Justin.</i></p> <p><i>An intervention order was put in place and Paul left town for some time.</i></p>
<p>Other relevant information (if applicable) (5-10 words)</p>	<p><i>Student adds other information if applicable.</i></p>
<p>Name of person recording information</p>	<p><i>Student's name</i></p>
<p>Signature</p>	<p><i>Student's signature</i></p>
<p>Date <i>Make an estimate of when this information should be recorded</i></p>	<p><i>Student should date this record on 3 April as the record is required to be written immediately. As the meeting with Hayley was during the day – there should be time during the same day to complete the report.</i></p> <p><i>3 April 20XX</i></p>

Assessment Record Tool
(to be completed by the Assessor)

Your assessor will use this Assessment Record Tool to ensure you have sufficiently demonstrated the required skills.

Demonstrate	Observed	Assessor Comments
<p>The student needs to demonstrate that they can</p> <ul style="list-style-type: none"> Follow child protection procedures to record child abuse and protect the rights of the child 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<ul style="list-style-type: none"> Accurately and promptly record general and specific circumstances of risk of harm 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

<ul style="list-style-type: none"> Write report so that it is factual and non-judgemental 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Show an understanding of the need to work with relevant agencies to get the best outcome for the child 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Read, interpret and follow Child Protection Policy 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> Use computer skills to write report. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Scenario C- MRG Reporter Guide

Thank you for completing the Child Abuse Report for Justin.

Hayley has found a helpful resource that can be used before submitting the Child Abuse Report to the Child Protection Unit.

Hayley explains that the resource is from the NSW Government, and they have developed a guide (*Child Story – Child Protection Reporting Guide*) that can be used to help make a decision regarding child abuse reporting.

Hayley would like you to visit the [NSW Mandatory Report Guide](https://reporter.childstory.nsw.gov.au/s/mrg), answer a series of questions relating to the suspected child protection report and generate a Decision Report to see how best to move forward with Justin and his situation.

Hayley thinks that the Decision Report would be a great document to support the Child Abuse Report:

<https://reporter.childstory.nsw.gov.au/s/mrg>

Once you have completed the Decision report, click on ‘Generate PDF’ and save a copy to your desktop. You will be required to upload this with your assessment.

Save the document with the following naming convention:

CHCTRP001_Student Name_ DDMMYY_Decision Report

Assessor Instructions

Students are to go and access the MRG Child Story Mandatory Reporter Guide and create a decision report. To complete the report the students will need to access the website that has been provided in the Scenario C box. (<https://reporter.childstory.nsw.gov.au/s/mrg>).

When they access the site, they will be greeted by this screen.

Physical Abuse
You suspect a non-accidental injury or physical harm to a child/young person may have been caused by a parent/carer or other adult household member. You know of treatment of a child/young person by a parent/carer or other adult household member that may have caused or is likely to cause an injury or physical harm.

Neglect
Supervision; Shelter/Environment; Food; Hygiene/Clothing; Medical Care; Mental Health Care; Education - Not Enrolled; Education - Habitual Absence
You suspect that a parent/carer is not adequately meeting a child's/young person's needs such as: supervision, shelter, medical care, hygiene/clothing, mental health care, schooling/education, nutrition, or other basic needs. A child/young person is a danger to self or others and parents/carers are not supervising or providing care.

Sexual Abuse
Child or Young Person; Problematic Sexual Behaviour Toward Others
Sexual abuse is sexual activity or behaviour that is imposed, or is likely to be imposed, on a child/young person by another person. Select this decision tree if you are concerned/worried that a child/young person has been sexual abused or is at risk of sexual abuse; or a child/young person may be sexually harming another child/young person or a child/young person's behaviour, including sexualised behaviour, makes you worry that he/she may be a victim of sexual abuse.

Psychological Harm
A child/young person appears to be experiencing psychological/emotional distress and is a danger to self or others as a consequence of parent/carer behaviour. An underage marriage or similar union, where one of both partners is under 18 has occurred.

Students will need to pick the main decision tree that matches their concern best. At the end of the decision tree, students will be advised to submit a report. Students may pick either of the following decision trees that they may feel is applicable to the situation. The best decision is to

- Neglect
- Psychological Harm
- Carer Concern

At the end of the decision tree, they will be greeted with this screen.

NSW Communities & Justice Search Login Or Register

Start MRC Resources Glossary

Decision Tree MRC Next Steps

NSW Mandatory Reporter Guide - Decision Report

The Decision Report is an explanation of the MRG outcome based on your answers to the decision tree questions. This should be printed and/or saved for your records.

Your Duty of Care as a Mandatory Reporter

It is a legal requirement for a mandatory reporter to report their suspicions to the Department of Communities and Justice. However, [s 29A of the Children and Young Persons \(Care and Protection Act 1998\)](#) recognises that making a report does not necessarily exhaust a mandatory reporter's duty of care to a child, young person or their family.

This means that a mandatory reporter's duty of care is not over when they make a report to the Child Protection Helpline.

A mandatory reporter should consider how they can continue to respond to the needs of the child, young person and their family. There are also other support services available for children, young people and families that may be able to help. See further resources below.

If you think the child or young person is in immediate danger, phone 000 immediately.

Immediate Report to the Child Protection Helpline

Please create an eReport or phone 132 111

[Create eReport](#) [Generate PDF](#)

Details to provide when making your report

Students have been advised to click on the generate report to download a report. The Decision Report that will be attached to this assessment will look like this:

Completed by:

Date completed: 13/07/22

For your Records; document child/young person's details once printed

NSW Mandatory Reporter Guide – Decision Report

This Decision Report is an explanation of the MRG outcome based on your answers to the decision tree questions. This should be printed and/or saved for your records.

Your Duty of Care as a Mandatory Reporter

It is a legal requirement for a mandatory reporter to report their suspicions to the Department of Communities and Justice. However, [s.29A of the Children and Young Persons \(Care and Protection Act 1998\)](#) recognises that making a report does not necessarily exhaust a mandatory reporter's duty of care to a child, young person or their family.

This means that a mandatory reporter's duty of care is not over when they make a report to the Child Protection Helpline.

A mandatory reporter should consider how they can continue to respond to the needs of the child, young person and their family. There are also other support services available for children, young people and families that may be able to help. See further resources below.

If you think the child or young person is in immediate danger, phone 000 immediately.

Immediate Report to the Child Protection Helpline

Please create an eReport or phone 132 111

Details to provide when making your report

When making a Report you need to be able to tell the Child Protection Helpline as much information as you have about:

- Child or young person details – Name, address, D.O.B., siblings.
- Incident details – Date, type of risk, person/s causing or contributing to harm.
- Impact of the incident on the child or young person.
- Network of support around the child or young person.
- Your personal and contact details.
- Interpreter/support requirement: whether a language or sign interpreter may be required, whether a support is required for a person with a disability or an Aboriginal agency is involved.

Resources to help you support the child or young person

- [General Practice Guide](#)
- [Responding to and Reporting risk of Abuse and Neglect](#)
- [What is Information Exchange](#)
- [Risk Specific Practice Support](#)
- [MRG and reporting to the Child Protection Helpline](#)

Summary of your MRG Answers

Main Concern: Psychological Harm

- The child/young person is not involved in an underage marriage (whether being planned or having already occurred) or similar religious commitment ceremony.
- You are aware that the child/young person experiences or is exposed to chronic or severe domestic violence.
- You are aware that the child/young person experiences or is exposed to severe parental/carer mental health or substance abuse concerns.
- You are aware that the child/young person experiences or is exposed to parental/carer behaviours that are persistent, repetitive, and have a negative impact on a child/young person's development, social needs, self-worth or self-esteem.
- You are aware that the child/young person experiences or is exposed to parental/carer criminal and/or corrupting behaviour.
- You are not aware that the child/young person experiences or is exposed to parental/carer behaviour that deliberately exposed a child/young person to traumatic events.
- The child/young person exhibits emotions and/or behaviours that indicate the child or young person is significantly affected.
- The child/young person is afraid to go or remain home.
- True

Additional Comments:



Students must have completed all tasks within this assessment before submitting. This includes:

Scenario		
1	Scenario A- Completed Role Play	<input type="checkbox"/>
2	Scenario B- Completed suspected Child Abuse report	<input type="checkbox"/>
3	Scenario C- MRG Reporter Guide Decision Report	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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